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| **Interactive Writing**  (Approximately Text Levels A-F) | **Writing Aloud**  (Approximately Text Levels F+) |
| A short read aloud or a personal experience may be the basis of the group composition | A short story read-aloud, a story told by the teacher, or a shared experience may be the basis of the group composition. |
| The text is negotiated. The final text is decided upon by the group and rehearsed before writing. | The text is negotiated, and the teacher thinks aloud about the process. |
| The children and the teacher share the role of scribe. The children actively contribute by writing known letters and/or words from the text on individual dry erase boards. The teacher transcribes the text on the class chart while inviting individual children to record a few known words on the class chart. | The teacher is the primary scribe who guides the children in composing a meaningful and interesting message. The teacher selects two or three examples from the text and invites the children to apply problem-solving strategies to the words. |
| The teacher models early reading and writing strategies as she engages the children in creating the text. These strategies include rereading, articulating words slowly, using the abc chart as a resource, writing letters fluently and building a core of high frequency words. | The teacher thinks aloud as she writes and involves the children in constructive dialogue about the text and the writing process. |
| The goal of writing is to develop an awareness of print concepts within the context of a meaningful language composition. The writing is used as a text for teaching foundational reading and writing concepts. | The goal of writing is to develop an understanding of the writing proves and to apply problem-solving strategies for organizing, composing, editing, and revising a meaningful message. Students learn to use resources, such as graphic organizers, for planning and monitoring their thinking. |
| The finished text ranges from one to five sentences in length and is read as a shared experience with the teacher. | The finished text is well developed and may be organized according to text conventions. The teacher and children read the text together several times during the writing process. |
| The finished text is accurate. | The finished text may include many revisions and editing techniques. |
| The writing of a single text is completed in one sitting. | The writing of the text may occur over several days. |
| The writing is displayed in the room and might be used for shared or familiar reading. | A published version is not produced since the focus is on process. The revised version may be displayed in the room, but is generally used for rereading. |